



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Purchased Actiwall panels outright to support more active sessions throughout the day in The Marlborough	-Encouraged pupils to be more active throughout the day as it is easily accessible in the main area. Has supported with self-regulation requirements as well.	Buying these panels outright has supported a cost-effective way of keeping children active throughout the day and support with self-regulation.
- Paid for Right Step Dance company to come and offer enriched dance activities	- Pupils have enjoyed the dance sessions and found them very engaging	This to continue in 2024-2025
-Horse-riding sessions offered	Pupils engaged in the challenge of a new experience and supported self-regulation in a new environment	This to continue in 2024-2025
Extra PE equipment purchased to support quality teaching and broaden children's minds to find a sport activity which they are really invested in. Zoning of playground to support more effective use of time and space to increase activity.	- PE equipment purchased allowed more purposeful lessons and to work towards events such as Sports Days more meaningfully. Increased variety of equipment has seen higher levels of physical activity throughout the day including break times and lunchtimes	New PE lead has been appointed for 2024 2025 to bring further improvements to the PE curriculum and quality of teaching, learning and assessment

-Registration in the Disability Youth games	-Pupils were able to participate in competition and receive trophies for their efforts which are celebrated at school	
Purchase of PE curriculum to support improved quality of teaching and a sequenced PE curriculum.	Has improved knowledge of teachers leading to improved quality of teaching and therefore improved outcomes for pupils. Confidence of teachers and support staff has grown with the structured support offered by this curriculum	
External CPD provided to teaching staff	Increased confidence and more effective outdoor physical learning and this has improved outcomes in our PE and outdoor learning curriculum	CPD is planned for 2024 2025
Provision of other physical learning opportunities including regular visits to local gymnastics provision, horse riding and skiing provisions and external forest school provisions for children based in our resource provision	Pupils have learnt new skills in different environment. Pupils have been exposed to specialist teaching in these venues which have supported improved outcomes and inspired some pupils to continue accessing these venues privately	This will form part of cultural capital offering in 2024 2025 and more local opportunities will be accessed to further extend this offering to pupils
Increased participation in local Mini-Youth games and local sporting competitions and extra-curricular sporting clubs	Pupils have taken part in more local competitions. Pupils from identified vulnerable groups have been targeted for these events to give them additional cultural capital opportunities which they may not ordinarily be able to access. Pupils celebrate success and character development from participating in these events	This will be continued focus on 2024 2025. Vulnerable group participation in extra curriculum activities supported the March 2024 Ofsted "Outstanding" grading for Personal Development

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Prepare more meaningfully in the Disability Youth games with more skiing sessions/swimming sessions planned	Pupils - will allow them to feel more confident in some of the events	Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils Performance at the games is more successful/pupils feel more prepared and positive.	Pupils experience a sense of achievement and pride in their sporting endeavours	£500 for extra sessions
Enrollment in Youth Disability Games	Pupils have the chance to compete	Key Indicator 5 - Increased participation in competitive sport	Pupils attend and are increasingly successful/enjoy the competitive aspect	£700
Investment in yoga sessions, replenishment of resources	Pupils to feel that the yoga is a valued session and resources are high quality so that they can focus on the session	Key Indicator 1 - The engagement of all pupils in regular physical activity -Pupils engagement in yoga sessions increases -Pupils express that they enjoy the yoga sessions	-Resources will last so that sessions can be sustained over next year.	£300
Dance sessions purchased from outside company to enhance dance offer	Pupils to experience high quality dance input from highly trained instructors	Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils -Pupils actively engaged in sessions	-Pupils have regular access to external dance sessions and develop dance skills over the year	£1500
Increase of resources purchased to further support PE delivery	Pupils who will have high quality resources to enhance PE lessons	Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils	Pupils have the resources available to be able to participate in a broader range of activities more purposefully.	£500

Pupils sessions at MEAPA Rochester to expose pupils to range of gymnastic experiences offered by qualified coaching staff	Pupils by having additional high quality instruction in activities which cannot be provided on school site	Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 2- The engagement of all pupils in regular physical activity Key Indicator 4 -Broader experience of a range of sports and activities offered to all pupils	Pupils learn new skills and put these into practice in wider curriculum. Pupils are inspired to continue gymnastics. Staff become more knowledgeable of additional skills and how to apply to other physical activities.	£2400
Pupils compete in range of Mini Youth Games	Pupils given a chance to compete against other schools Pupils develop character in a competitive environment	Key Indicator 5 :Increased participation in competitive sport	Pupils develop competitive spirit Pupils develop strategies for not winning Pupils from vulnerable groups given wider opportunities	£2100
Attend sessions at local cyclopark	Pupils by having additional high quality instruction in activities which cannot be provided on school site	Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 2- The engagement of all pupils in regular physical activity Key Indicator 4 -Broader experience of a range of sports and activities offered to all pupils	Pupils learn new skills and put these into practice in wider curriculum. Pupils are inspired to continue competitive cycling/cycling for pleasure Staff become more knowledgeable of additional skills and how to apply to other physical activities	£2600

Attend sessions at trampolining centre	Pupils by having additional high quality instruction in activities which cannot be provided on school site	Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 2- The engagement of all pupils in regular physical activity Key Indicator 4 -Broader experience of a range of sports and activities offered to all pupils	Pupils learn new skills and put these into practice in wider curriculum. Pupils are inspired to continue competitive cycling/cycling for pleasure Staff become more knowledgeable of additional skills and how to apply to other physical activities	£2250
Healthy Living Weeks are used to support holistic approach to teaching of PE curriculum	Pupils are exposed to wide range of healthy living teaching resources including taster sessions, healthy living experts visiting school, healthy eating and cooking experiences, mental health support. Support given to families in these weeks to promote wider understanding of importance of healthy choices in our community	Key Indicator 3- 3. The profile of PE and sport is raised across the school as a tool for whole-school improvement	Pupils understand the wider links to healthy living over just pure physical exercise and how healthy eating supports a more active lifestyle Pupils select healthier choices in food choices at school and home	£1500
PE resources are purchased to maintain effective stock of appropriate resources for teaching of curriculum and supporting extra-curricular PE activities	Pupils by having equipment which is appropriate to teaching and of best quality budgets can afford. Pupils have access to wider range of extra-curricular activities with appropriate equipment Teachers have appropriate equipment ensuring quality first teaching of PE continues to have impact	Key Indicator 4-Broader experience of a range of sports and activities offered to all pupils	Improved outcomes in PE as pupils have access to wide range of resources. Increased quality of PE teaching as resources available.	£5500

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Prepare more meaningfully in the Disability Youth games with more skiing sessions/swimming sessions planned - Enrollment in Youth Disability Games	Pupils were more engaged and ready for the competition events. Pupils enjoyed the events and were proud to come back with trophies and we got 1st place!	All of our children in the Marlborough provision have complex ASC and therefore struggle to engage and participate in interests outside of their preferred range. The experiences we provide allow our pupils to develop a love of movement and how to use this to increase their physical regulation and wellbeing.
Investment in yoga sessions, replenishment of resources	Pupils regularly look forward to these sessions and has helped them be able to realise how to physically regulate their bodies	
Dance sessions purchased from outside company to enhance dance offer	Pupils engage very well in sessions and are developing their dance skills. This has had good impact due to the sensory nature of sessions too.	
Embedding of new structured PE curriculum across school	Improved outcomes for pupils which a higher percentage of children achieving ARE Quality of teaching and learning has improved with more consistency between teaching staff, improved confidence and knowledge leading to improved outcomes. PE curriculum has supported ECTs with PE teaching skills	
Extension of cultural capital opportunities by accessing wider range of external providers giving physical activity opportunities	Pupils from across school continue to access a wide range of physical activity opportunities. These include MEPA gymnastics, swimming lessons for a range of year groups, horse riding , external forest school and skiing. This has built confidence and resilience and showcased different activities to our pupils. Our pupils are learning to swim earlier and	

	this will support them as they move through the school to become more competent swimmers which will lead to improved end of KS2 swimming outcomes	
Provision of extra-curricular sporting and physical activity clubs for pupils and targeting of vulnerable pupils to attend these clubs	A large number of physical activity clubs have continued to be offered across our school. These have included football, athletics, basketball, netball, table tennis, cricket, rugby, dance, gymnastics, balance bike and kick boxing. This has improved skills and confidence for pupils attending and supported pupils finding a new interest which they have then followed outside of school. The targeting and financial support for pupils from vulnerable groups has improved take up of this group to attend clubs and contributed to the Ofsted "Outstanding " grading of our Personal Development	
Purchase of equipment to support teaching and learning across the PE curriculum and to support effective delivery of extra-curricular clubs and activities	Significant expenditure has been allocated to the updating of existing equipment as well as the purchase of new equipment to support teaching and learning. This has resulted in improved teaching and learning as equipment is available and is fit for purpose as well as opportunity for new activities to be taught in a structured way with the correct equipment.	
Participation in sporting competitions in local area	Pupils from across the school have participated in a lot more sporting events this year and have participated in a wider range of activities and competitions. This has resulted in improved confidence for a number of children who may not normally attend such events, pupils to experience the excitement of competition as well as allow pupils to demonstrate the values of our school whilst competing against others. Results have improved over the course of the year and the first	

Development of playground physical activity resources and zoning	trophy in 5 years was won this year Lunchtimes are now more focused and productive due to careful zoning of activities. Pupils can participate in a number of activities including, basketball, table tennis, hurdles, throwing and catching games and scootering activities. This has resulted in improved lunchtimes behaviours and pupils gaining new skills in these informal sessions. Pupils are more active during the day.	
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	68%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	58%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	52%	For the 13 pupils in Year 6 at the Marlborough provision we talk with pupils about the importance of keeping themselves safe by not entering the water without adult support and/or aids and to communicate for help but their needs mean that they cannot perform safe self-rescue to the extent mentioned here.
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	Within the Marlborough provision we do offer more sessions than required to try and allow more time to acclimatise pupils to the noisy and sensory overload of the environment where at all possible.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Sports Apprentice has had CPD from Swim England National Curriculum Training Programme

Signed off by:

Head Teacher:	<i>Simon McLean</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Simon McLean (responsible for Primary PE and sport premium)</i>
Governor:	<i>Anne Costidell (Chair of Governors)</i>
Date:	17/07/2024